
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Nanette Swinehart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name South Bloomingville Elementary
(As it should appear in the official records)School Mailing Address 21771 State Route 664S
(If address is P.O. Box, also include street address)

<u>South Bloomingville</u>	<u>OH</u>	<u>43152-9745</u>
City	State	Zip Code+4 (9 digits total)

Tel. (740) 385-1900 Fax (740) 332-1014Website/URL loganhocking.k12.oh.us E-mail nswinehart@loganhocking.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Stephen Stirn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Logan Hocking School District Tel. (740) 385-8517

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Dr. Susan Rinehart
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-------|-------------------------|
| 9 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| _____ | Other (Briefly explain) |

11 TOTAL

2. District Per Pupil Expenditure: \$6,632

Average State Per Pupil Expenditure: \$8,441

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	13	13	26		7			
1	9	11	20		8			
2	11	9	20		9			
3	8	9	17		10			
4	10	12	22		11			
5	4	11	15		12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					120

6. Racial/ethnic composition of 99 % White
the students in the school: 1 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 15 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	115
(5)	Subtotal in row (3) divided by total in row (4)	7.19
(6)	Amount in row (5) multiplied by 100	719

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 46 %
48 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 1 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 3 </u> Speech or Language Impairment
<u> 5 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including

Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 1 </u>	<u> 1 </u>
Support staff	<u> </u>	<u> </u>
Total number	<u> </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 20 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1%	95.1%	95%	93.9%	94.9%
Daily teacher attendance	92.4%	95%	94.4%	97.3%	97.2%
Teacher turnover rate	18%	27%	18%	27%	9%
Student dropout rate					

PART III – SUMMARY

South Bloomingville Elementary is located in the village of South Bloomingville, Ohio. Our school is in the center of the Hocking Hills State Park, which allows for little privately owned land. South Bloomingville Elementary currently has an enrollment of 120 pupils in grades kindergarten through five. This section of Hocking County is so sparsely populated that our school buses must cover 68 square miles to pick up our 120 students.

The mission of South Bloomingville Elementary School is to develop lifelong learners, to promote respect of self and others, and to foster responsible, productive citizens. The South Bloomingville Learning Community strives for PRIDE: P –positive thinking R – respects others I – involves the family D – develops responsibility E – encourages excellence.

South Bloomingville Elementary is truly a “community school”. Even though 46% of our students are on free/reduced lunch plans and many families receive public assistance, our families believe in and actively support our school. The school programs, fundraisers and family literacy nights held at our school are social events in our community and everyone turns out for the occasion. We currently have 19 reading volunteers and many others that help with school parties, fundraisers and on an as-needed basis.

The majority of our students are from low and medium income families and therefore there is often limited reading material in the home. Through as many sources as possible, it is our goal to saturate every home with reading material. Through grants such as **OhioReads** we provide every student in our building with a magazine subscription, parents receive *Parent* magazine, we have furnished every family with a hardbound dictionary and thesaurus and we constantly reward children with books. We continually strive to find new ways to stress the importance of education and to encourage reading in the home.

Our entire staff consists of fourteen dedicated professionals. All eight teachers on the staff are “highly qualified” according to the *No Child Left Behind* guidelines. Our small size makes it easy to collaborate and work as a team. Every teacher knows every student and our staff truly works as one. We are a very close knit group and draw strength from our modest size.

Most of our students do not have the resources to participate in community activities because the nearest town is a twenty-five minute drive. Therefore, we offer a variety of extra-curricular activities at our school. All of our students participate in a program called In-school Scouting (a Girl Scout leader does a 30-minute lesson each week in every classroom). Our school also hosts: Girl Scouts and Boy Scouts after school, Chess Club, Science Club, band for 5th graders, Student Council, Safety Patrol and Peer Mediation.

Our dedication to improving the educational excellence of all of the students at South Bloomingville Elementary qualifies our school for recognition as a *No Child Left Behind/Blue Ribbon School*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Proficiency tests are given every year to Ohio students in grades 4, 6, 9 and 12 to test their knowledge and skills in core subject areas. South Bloomingville Elementary, a kindergarten through fifth grade elementary school, administers proficiency tests every March to our fourth grade students in the subjects of citizenship, mathematics, reading, writing, and science. For the purposes of this report, we will only be discussing reading and mathematics scores.

The following statistics are quoted directly from the State of Ohio School Building Report Cards, whose purpose is to provide community members with information about how well their local school is doing—where it is succeeding and where there is room for improvement.

The State Board of Education in Ohio has the minimum requirement of 75 % of students in 4th grade are to be at or above the proficient level on statewide assessments in each subject area.

On the 4th grade mathematics test administered at South Bloomingville Elementary the following percentage of students were at or above proficient in mathematics:

2000-2001 – 36.8% of our students were at or above proficient in math

2001-2002 – 87.5% of our students were at or above proficient in math

2002-2003 – 92.3% of our students were at or above proficient in math

As one can see, we are extremely proud of the gain from 36.8% to 92.3% in a three-year period.

On the 4th grade reading test administered at South Bloomingville Elementary the following percentages of students were at or above proficient in reading:

2000-2001 – 66.7% of our students were at or above proficient in reading

2001-2002 - 95.8% of our students were at or above proficient in reading

2002-2003 – 100% of our students were at or above proficient in reading

We feel these outstanding improvements were due to several factors. We have a total buy-in from students, staff and community. The building implemented the Literacy Collaborative and Accelerated Reader programs. With the help of our **OhioReads** grants, we have recruited and trained volunteers in kindergarten through fifth grade. We have put reading material in every home by purchasing magazine subscriptions for every child and parent. We sponsor Family Literacy Nights for our families, we offer the Family Backpack Program – where bags full of fun, family oriented learning activities are sent home each week and we are constantly implementing new ways to motivate students to learn and achieve.

PART IV # 2 – ASSESSMENT DATA USE

The staff at South Bloomingville Elementary is deeply involved in our district's on-going effort to align our curriculum with the State of Ohio's Learning Outcomes and Grade Level Indicators. All teachers on our staff have actively participated in mapping our curriculum in each subject area to insure a systematic and sequential curriculum in all grades and subjects.

Assessment results are analyzed at district grade level meetings not only to identify students not achieving at their ability level, but also to analyze our curriculum to identify its strengths and weaknesses. We utilize the item analysis data from our test results to strengthen our instruction. Intense intervention is given to students not meeting the proficient levels on State testing and their individual assessment results are studied to determine an individual tutoring plan for each student.

We use our assessment results to determine the goals on our School Improvement Plan. Through monthly staff meetings, a school-wide approach to improving instruction and achievement has been established with each grade level being assigned specific mastery level goals. All of these goals have measurable outcomes and interventions when outcomes are not met. Results continue to be charted and we adjust our curriculum and/or instruction when the results warrant.

PART IV #3 - COMMUNICATION OF STUDENT PERFORMANCE

The assessment data is reported to our parents, students and community through our school, our district, our city and our state.

Every teacher at South Bloomingville Elementary sends home a weekly newsletter to classroom parents and the principal sends home a monthly newsletter to all parents in the building. Upon entering our building a “Parent Postings” bulletin board is kept up-to-date with student performance data. Each year we hold a Parent Proficiency Meeting to explain the importance of the proficiency testing procedures to our parents and to elicit their help at home. Student performance and assessment data are also discussed at our general forum during Open House and of course, at our Parent/Teacher conferences.

Our district publishes an annual report and three other district newsletters each year that are mailed to every household in our district. These correspondences contain detailed information about student performance. Assessment data can also be retrieved on our school district’s website.

The Logan Daily News, our county’s daily newspaper, regularly publishes school-by-school and subject-by-subject proficiency test results. WLGN, our local radio station, has a weekly radio show “School’s In Session” and student performance and assessment data are often the topic on this program.

The State of Ohio mails an annual school and district report card to all district residents. The State of Ohio also puts assessment data for every school in the state on its website.

South Bloomingville Elementary enjoys sharing its successes with others in a variety of ways. Our teachers have and will continue to network with other educators. Since our school's reading program was published in the *OhioReads Reading and Succeeding* publication, we have had many inquiries from other schools and responded to their many requests. Up to this point we have only collaborated with other schools in Ohio, however, should we receive the No Child Left Behind/Blue Ribbon award, we would look forward to sharing our successes with schools around the country. Our entire teaching staff traveled to a nearby elementary and did a group presentation on Accelerated Reader, one of our reading programs that has proven to increase the reading level of our students. Several of our teachers have met with grade level groups and discussed teaching strategies to help children succeed. In addition, our staff regularly attends professional meetings where they openly share their ideas through presentations and discussions. Our school is in a very isolated part of the state of Ohio so we have very few visitors. Therefore, it is a special treat when we can host visitors to our school and we welcome them with open arms.

PART V # 1 – CURRICULUM AND INSTRUCTION

South Bloomingville students' success depends on having a foundation in core subjects. Our curriculum reflects the **Standards** developed by the **Ohio Department of Education**, which emphasize high academic expectations for all students. The curriculum introduces the knowledge and skills students

should learn at each grade level and provides opportunities for extensions. Authentic learning experiences, which incorporate various learning styles, are embedded into all curricular areas.

Students in kindergarten through fifth grade are engaged daily in **Language Arts** (Reading, Writing, English), **Mathematics**, **Science** and **Social Studies**. To further enhance our academic program, ninety minutes of instruction a week is provided, either in **Art**, **Vocal Music**, or **Physical Education**. Assessments are scheduled throughout the curriculum to improve instructional practices and to gauge student learning.

Because learning to read is the foundation for future learning, **all day, everyday kindergarten** was implemented several years ago. This has helped expose our students to the language needed in learning to read and write. **Two hours of instruction** in reading and writing is conducted on a daily basis for students in kindergarten through fifth grade. Our Language Arts curriculum and instruction is designed to help students become strategic readers and writers while they study in a print-rich environment.

Our Math curriculum is based upon the premise that young children can, and must, learn more mathematics than has been expected in the past. Students receive **ninety minutes** of math instruction daily. Instruction is varied and provides students with the opportunity to solve problems in multiple ways.

Relevant content, skills lessons, and reading and vocabulary support are provided in our Social Studies curriculum. The curriculum allows students at each level to build on major understandings and skills already acquired and to prepare for learning yet to come. A portion of our Social Studies is based on the history of our local community and state. This includes visits to local and state areas of interest such as our local historical society and State House.

Science/Health lessons are geared to link the real world to the classroom. Each lesson poses a question that students must answer by hands-on/minds-on learning. Teachers utilize a rich collection of science manipulatives and materials. Formative assessments occur as lessons are taught, while summative assessments include open-ended, complex, and project-like learning products.

Special attention is also given to support our students' social and emotional growth. The **Second Step** program, developed by the Committee for Children Council is implemented in all classrooms. Daily mini lessons teach our students how to deal with emotions, resist impulsive behavior, resolve conflict, solve problems and understand the consequences of their actions. Additionally our school works collaboratively with our local health care provider to implement a program aimed toward increasing the social and emotional well being of our at-risk students (**EAGER** - Elementary Activities for Growth and Encouragement of Responsibility). Data collected from office referrals and achievement tests confirm that both programs are assisting our students in experiencing growth in self-confidence and in developing a readiness for academic learning.

A continuum of services is available to meet the needs of our students through Title I reading programs, intervention teachers who work with students to prepare for state achievement tests, speech/language services, small group and individual counseling, and after-school proficiency programs.

PART V # 2 - READI

South Bloomingville Elementary students are immersed in a literacy rich environment where authentic reading and writing activities are provided daily. Our school library, classroom libraries, and Book Room provide teachers with a wide range of genres and reading levels for instructional use.

Each day two hours is devoted to literacy activities. During this time the teachers and students work in small groups designed to focus on the individual needs of each student. Activities are constructed to enhance the students' skills in reading, writing, listening and speaking. Research based instruction is provided to guide students in acquiring strategies for maintaining fluency, text comprehension, and vocabulary development. Phonemic awareness and phonics instruction are provided as students engage in reading, writing, listening, and speaking. Instruction moves from demonstration and explicit teaching to guided practice and then to independent problem solving.

One on one Reading Recovery tutoring and support such as our OhioReads volunteers provide additional aid for our students struggling to read and write.

High expectations and incentive programs encouraging students to read is an integral part of our reading curriculum. Students read books on their level independently and earn points after successfully completing a computerized assessment. Our students are motivated and want to read. This is evidenced by an increase in the number of days parents are working in our school library to keep books in the hands of our students.

The instructional design is organized into six mathematical content strands (Algebra and Uses of Variables, Data and Chance, Geometry and Spatial Sense, Measure and Measurement, Numeration and Order, Patterns, Functions, and Sequences, Operations and Reference Frames). Every strand is addressed at all grade levels, with each grade level building on and extending concept understanding so that children approach each new challenge from a firmly established foundation.

Students are exposed to Real-life Problem Solving and are actively engaged in whole-group, small group, partner and individual activities. These activities balance teacher directed instruction with opportunities for open-ended, hands-on explorations, long term projects and on-going practice. Instructional activities are extended and enhanced through the use of calculators. Emphasis is placed on communication where students are required to explain and discuss their mathematical thinking, in their own words. These opportunities give our students a chance to clarify their thinking and gain insight from others.

Numerous methods incorporated into each lesson such as mental math routines, review problems called math boxes, time tests, and math games provide students with basic skills practice and review.

Instructional decisions are made based upon ongoing teacher assessments through Home Links (homework), unit tests, time-tests, teacher observation, and daily discussions.

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PART V # 4 – INSTRUCTIONAL METHODS

Students learn at different rates and in many different ways. As you enter the classrooms at South Bloomingville Elementary, you will see many different instructional methods being used by teachers. Direct instruction, cooperative learning, inquiry, and technology (writing, computer-aided

instruction including NCS software where students practice skills in preparing for state proficiency tests and Accelerated Reader where students take a computerized test on independent books they have been reading, are being used. Additionally student projects, which promote student-driven learning, exploration, oral, written and hands-on learning instruction are occurring.

Classrooms teachers consult with the specialists (art, music, physical education, intervention and Title 1) to promote integration across the curriculum. For example during our last in-service day, our art, music and physical education specialists developed units of study to reinforce the skills being taught in the classroom. Many opportunities to practice skills are essential for our students to experience success on state assessments.

Teachers use ongoing assessments and informal observations to guide instruction. Based upon the data gathered, instruction is modified to meet all student learners. Examples include reduction in the number of spelling words for a weekly spelling test, alternative math assignments, or enrichment activities such as students developing Power-Point presentations on a particular topic.

South Bloomingville teachers instruct each student as an individual, assessing special needs and competencies in order to provide effective instruction to various strengths and weaknesses.

We believe that ongoing teaching and instruction is critical in retaining the best people in our district and school. We are committed to providing

students with a quality education, as evidenced by all of our teachers and building principal having an Individual Professional Development Plan (IPDP).

Teachers meet on a regular basis to review student data (proficiency, standardized test results), discuss concerns that effect student performance, and make any needed modifications to our School Improvement Plan.

New teachers to our building participate in an Entry-Year Program where they are matched with a successful teacher mentor. This support system provides new teachers with encouragement and professional development tailored toward meeting their needs (i.e. Classroom Management and Instructional Strategies for Working with “At-Risk” Students in the Classroom).

Professional Development is not only provided at the district level, but is embedded into our school. Five years ago our staff made a commitment to improve literacy. For example, all teachers participated in a yearlong course provided by our trained Literacy Coordinator. Continued professional development and classroom support, such as demonstration lessons and coaching teachers in analyzing their teaching, is provided during each school year by our coordinator.

Federal and state grants (OhioReads, Title II-A and Title I) along with district incentives, such as professional days and tuition reimbursement, encourages staff to further their education through graduate studies, attending conferences, visiting effective schools, and participating in regional and district professional development.

Test Ohio Fourth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 13

Number of students that took the test 13

What groups were excluded from testing? Why, and how were they assessed? We did not exempt any students from testing.

Number excluded 0 Percent excluded 0%

For the 2002-2003 school year, Ohio required 4th, 6th, and 9th grade proficiency tests in reading, writing, mathematics, citizenship and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the fourth grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Mathematics		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	14.6%
At or above proficient	218 and higher	58.6%
At or above basic	208 and higher	70.4%
Below basic	below 208	29.6%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

South Bloomingville Elementary School

Logan-Hocking School District

READING	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	95.8%	66.7%	41.7%	45.5%
% At Advanced	23.1%	4.2%	11.1%	0.0%	0.0%
Number of Students Tested	13	23	18	24	22
Percent of Total Students Tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Students Excluded	0.0%	0.0%	0.0%	0.0%	0.0%
Percent of Students Excluded	0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	NR	NR	NR	NR
% At Advanced	NR	NR	NR	NR	NR
Number of Students Tested	6	NR	NR	NR	NR
Percent of Total Students Tested	42.6%	NR	NR	NR	NR
2. White					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	95.7%	66.7%	NR	NR
% At Advanced	NR	NR	NR	NR	NR
Number of Students Tested	13	NR	NR	NR	NR
Percent of Total Students Tested	100.0%	NR	NR	NR	NR
3. IEP Students					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	NR	NR	NR	NR
% At Advanced	NR	NR	NR	NR	NR
Number of Students Tested	6	NR	NR	NR	NR
Percent of Total Students Tested	46.2%	NR	NR	NR	NR
STATE SCORES					
% At or Above Basic	90.6%	N/A	N/A	N/A	N/A
% At or Above Proficient	66.3%	67.7%	56.0%	58.2%	59.2%
% At Advanced	9.3%	7.0%	7.0%	6.0%	4.0%
* Includes Information from the State					
N/R Reported – Sample size was too small N/A This information was not tracked prior to the 2002-2003 School Year					
					(page 17)

MATH	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	92.3%	87.5%	36.8%	29.2%	18.2%
% At Advanced	46.2%	12.5%	10.5%	4.2%	0
Number of Students Tested	13	23	18	24	22
Percent of Total Students Tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Students Excluded	0.0%	0.0%	0.0%	0.0%	0.0%
Percent of Students Excluded	0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	NR	NR	NR	NR
% At Advanced	NR	NR	NR	NR	NR
Number of Students Tested	6	NR	NR	NR	NR
Percent of Total Students Tested	46.2%	NR	NR	NR	NR
2. White					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	92.3%	91.3%	36.8%	NR	NR
% At Advanced	46.2%	NR	NR	NR	NR
Number of Students Tested	13	NR	NR	NR	NR
Percent of Total Students Tested	100.0%	NR	NR	NR	NR
3. IEP Students					
% At or Above Basic	100.0%	N/A	N/A	N/A	N/A
% At or Above Proficient	100.0%	NR	NR	NR	NR
% At Advanced	NR	NR	NR	NR	NR
Number of Students Tested	6	NR	NR	NR	NR
Percent of Total Students Tested	46.2%	NR	NR	NR	NR
STATE SCORES					
% At or Above Basic	70.4%	N/A	N/A	N/A	N/A
% At or Above Proficient	58.6%	62.9%	59.4%	48.9%	50.6%
% At Advanced	14.6%	17.0%	16.0%	11.0%	12.0%
*Includes Information from the State N/R Not Reported – Sample size was too small N/A This information was not tracked prior to the 2002-2003 School Year					

